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Results of a study by a panel of advisors directed to the future needs of higher education in Kansas, with emphasis on improving and developing the State's post-high-school education system. Provides specific recommendations for the Board of Regents, the two State universities, the three State colleges, and the public 2-year colleges of the State. Also recommends that the private colleges of the State be encouraged to enter into cooperative arrangements with public institutions whenever possible.

Major topics covered deal with the organization and structure of higher education in Kansas, problems of finance, the elimination of waste and duplication, expanded educational opportunity at the University of Wichita, research, advanced study and scholarship of the faculty, teacher education, and graduate and professional education.

The appendix contains a memorandum on trends in population, employment, income, and higher education enrollments in Kansas to 1980.

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KANSAS
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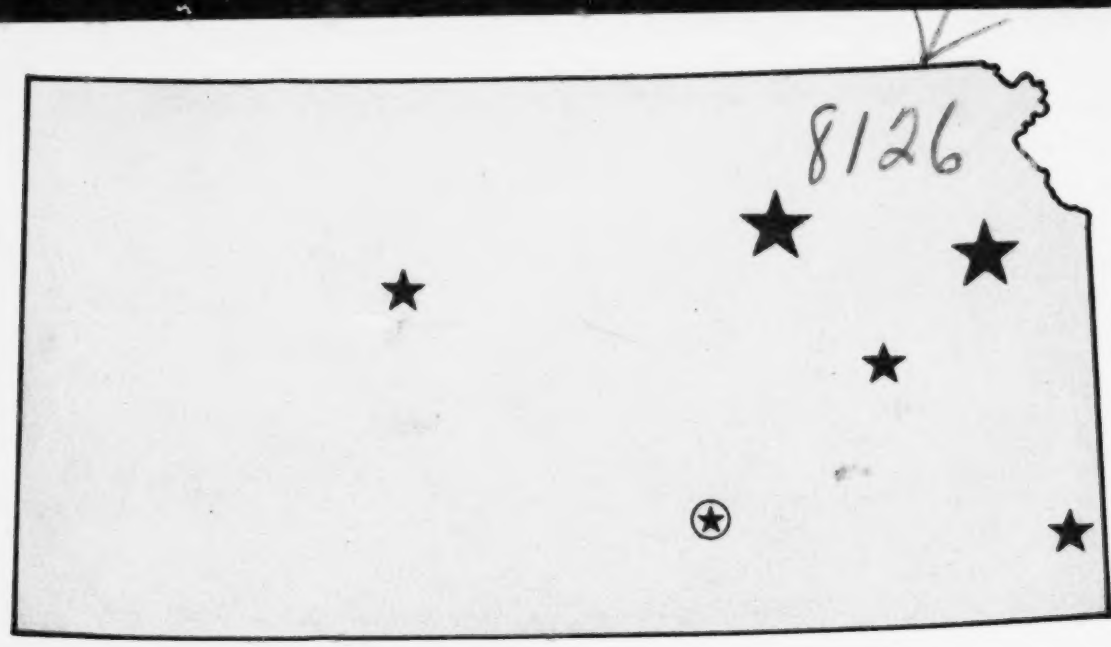

A report on higher education in Kansas to the Board of Regents by a panel of advisors

ED000682

KANSAS PLANS FOR THE NEXT GENERATION

A report on higher education in Kansas to the Board of Regents by a panel of advisors

NOVEMBER, 1962

Additional copies of this report are available from the Board of Regents, State Office Building, Topeka, Kansas.

Letter of Transmittal

November 8, 1962

Mr. Clyde M. Reed, Chairman
Board of Regents
State of Kansas
Topeka, Kansas

Dear Mr. Reed:

On January 15, 1962, the Board of Regents established our Panel of Advisors and asked us to prepare a report on the future needs of higher education in Kansas, and to make recommendations to the Board on methods of improving and developing the State's post high school educational system.

The recommendations in this report, which we are now honored to present to you, are designed to meet these requirements. They are the result of an intensive study of the many problems facing higher education in Kansas projected into the future with due regard to the prospective increase in the college population that can be expected. They are supported by a series of consultants' reports and other documents submitted to the Panel for its consideration.

We appreciate the close cooperation given us by the Board of Regents and the officials of the various colleges and universities in the State.

Cordially,

FRANK H. BOWLES
SAMUEL B. GOULD
FRANCIS KEPPEL
MILLICENT C. MCINTOSH
SIDNEY G. TICKTON
DOUGLAS WHITAKER
ALVIN C. EURICH, *Chairman*

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The Saturday Review

NOTE: *Each consultant was asked to examine only a specialized area of higher education in Kansas and was not expected to cover the wide range of subjects with which the Panel was concerned. Therefore, the consultants are not responsible for the recommendations of the members of the Panel.*

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INTRODUCTION

Kansas mirrors America; its past, its hopes, and especially its dreams for the next generation. Education is central to those aspirations and the universities are the capstones of the educational system. The future of this modern age will reflect in every way the strength of our institutions of higher learning.

Kansas is fortunate in having built its colleges and universities so solidly. The State recognized early the importance of land grant colleges and began a century ago developing aggressively one of the first in the country. The University of Kansas has long been acclaimed for its emphasis on a strong liberal education and for its pioneering work in professional education. The number of Rhodes scholars it has sent to Oxford and the Woodrow Wilson fellows it currently educates are symbolic of the University's stress on quality. The Panel of Advisors to the Board of Regents has reviewed these achievements and could go on at length listing, describing, and praising them. But the members of the Board are now looking to the future and have asked us to advise them. Consequently our recommendations look to the years ahead.

Five, ten, twenty years from now, if our country is fortunate enough to avoid a war or another major catastrophe, Kansas and the other states in the nation can expect to see a substantial increase in the demand for admission to universities and colleges. More and more high school graduates will be qualified to study academic or technical subjects; and a greater proportion of these young people will wish to "go on to college," not necessarily for four years but certainly for an extended period.

In Kansas, as elsewhere, three main factors are involved in the college upsurge. They are:

(1) An increasing number of young people of college age, due to high birth rates since the end of the war;

(2) An increasing percentage of high school graduates able to go to college full-time; and

(3) An increasing number of students attending college part-time while holding jobs outside their college work.

These factors are portrayed in the charts on the following pages and are discussed further in the statistical Appendix. They can be observed in varying degree not only in Kansas but also in every other state in the country. In the past their combined effect on the enrollment potential at colleges and universities has been underestimated. Today it is clear that going to college has become essential to a growing number of young people and their parents – for social and economic, as well as for educational reasons.

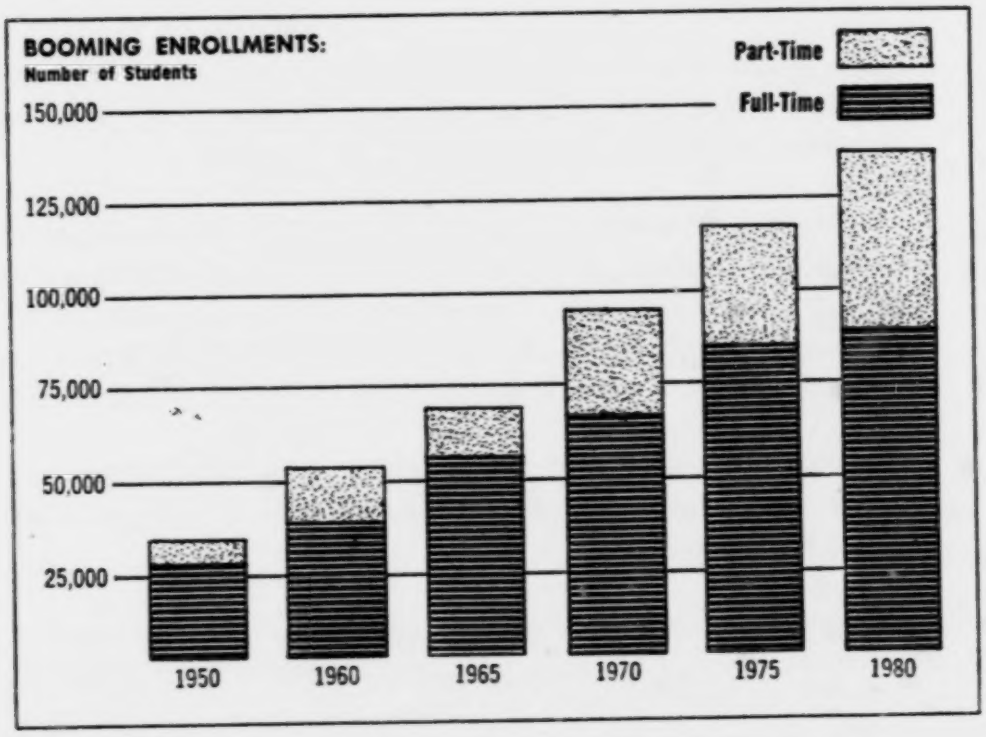
It has also become necessary for the domestic and worldwide future of our country. And it has become financially possible for a large share of our population, because business has prospered for a number of years and personal incomes are high. Moreover, corporate and other private donors have made generous gifts to colleges and universities and the federal government has made large appropriations for institutions of higher education for research, fellowships, and student loans.

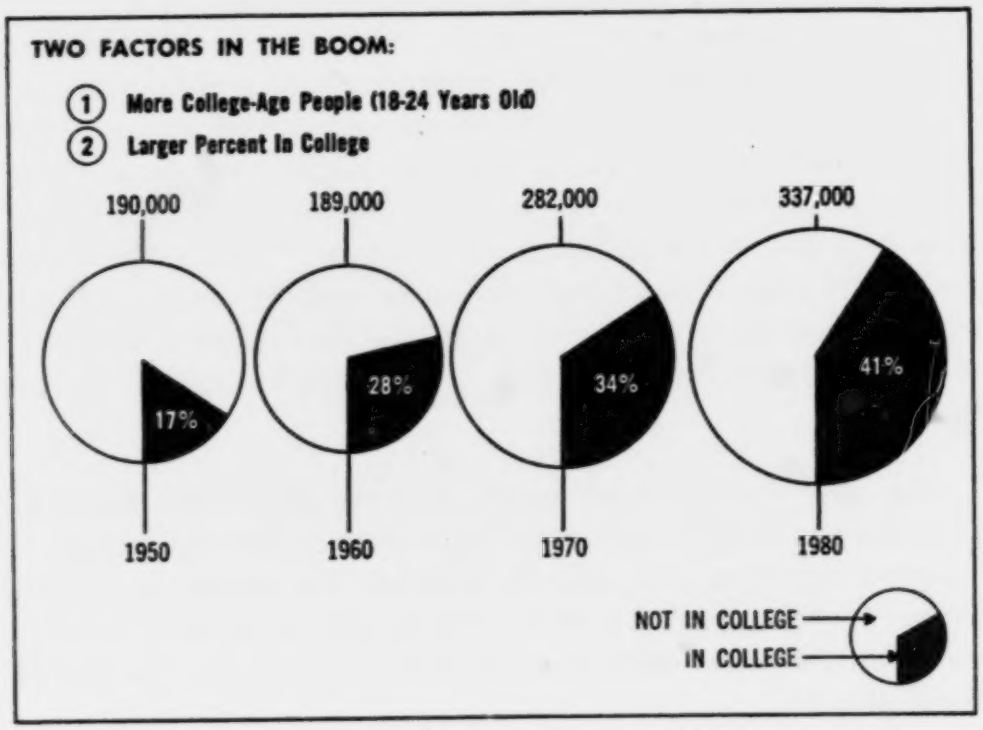
If, however, business levels should be lower in the future, what then? The chances are that in these circumstances college attendance would not be affected substantially. There would be unemployment among unskilled young adults, and many could be expected to enroll in colleges and universities in the absence of work opportunities – aided, possibly, by federal government scholarship programs of one kind or another and expanded loan programs.

Here, then, are the critical elements of the problem of higher education facing the people of the State of Kansas: How to develop for the next generation a system of universities and colleges which will provide

– diversified educational opportunities for people of varying abilities, interests and needs, nearly all of whom must be prepared to

KANSAS UNIVERSITY AND COLLEGE ENROLLMENTS, 1950-80





live a part of their lives as adults under the mounting demands of the 21st century;

– high quality educational programs which will really stretch the capacities of the gifted student and make increasing demands on the talents of the able;

– intellectually directed educational opportunities with standards of excellence in academic instruction and research which will attract to the State some of the top level faculty members, research professors, and educational leaders in the country, who will, once they work here, help the State increase its industrial and economic potential;

– geographically diversified educational opportunities which will provide for the needs of students, and of industry, too, in every part of the State.

All this must be accomplished at a reasonable and practical level of cost to the taxpayers of the State of Kansas as well as to the students.

No one knows precisely how to do this, particularly at a time when the problem of increasing educational opportunity and excellence turns up everywhere in the country, when there will not be a large enough supply of highly qualified teaching faculty and researchers to fill the demand, and when the educational leaders needed now or next year will take 10 to 15 years to train and develop. No one can produce a prescription or develop a magic formula for Kansas or any other state. But all can see that the goals for the future must be higher than in the past. Colleges and universities must not try to meet the potential increases in enrollments merely by doing "more of the same" in their classrooms and laboratories. They have to be much better than ever before.

But even this will not be enough. A public attitude toward higher education which really tries to put some meaning into the concept of academic excellence will also be required. The nation needs, and Kansas needs, a reappraisal of educational policies designed to eliminate the educational deficit that has been tolerated since the end of World War II.

A few years ago, Walter Lippmann said in this connection:

> *"I do not mean we are doing a little too little. I mean we are doing much too little. . . . Our education effort . . . . has not been raised to the plateau of the age we live in."*

Kansas is now doing too little and the educational deficit is growing here as in the rest of the country. Today, as a result, for example, the percentage of university and college faculty members with the doctorate is altogether too low. Salaries of faculty members, increased as they have been in recent years, are still too low. Research effort is too low. And the willingness of the State to bid for university personnel of outstanding calibre and talent is too low indeed to retain people important to the State's future development. Witness the fact that today not a single member of the National Academy of Sciences, the leading society of eminent scientists in the country, is on the staff of an institution of higher education in Kansas. Given the will to do so, Kansas could attract some professors who have been so recognized. Even more, the State could hold more of its ablest young scholars, and it is important to do so for the future of the educational system and the economy of Kansas.

To put it bluntly, the quality of higher education in Kansas, as elsewhere, adequate as it may have been in the past, falls short of standards acceptable for tomorrow and the long run future. The recommendations in this report suggest the first steps to be taken to improve the situation.

II ORGANIZATION, STRUCTURE, AND RESPONSIBILITY

For many years the organization and structure of higher education in Kansas have remained practically unchanged with the following components:

(1) Two state universities, the University of Kansas and Kansas State, essentially independent institutions, each continuously enlarging its area of interest, influence and educational activity.

(2) Three state colleges, originally teacher training institutions exclusively; now expanding in various vocational directions. Each is independent of the state universities, and each is independent of the others.

(3) Two municipal universities; oriented primarily to local professional, commercial and industrial needs, but with inadequate financial resources to meet the pressures of the future. They too are independent and expand without regard to the programs of the state institutions.

(4) The public junior colleges supervised by the Department of Public Instruction, most of which are equivalent only to the thirteenth and fourteenth grades in local high schools. Some are colleges in name only; many are too small; some are in the wrong places; all are tied for financing and personnel to boards of education and local governments which are concerned primarily with educating school children rather than college students.

(5) The private colleges which, in general, are too small, too weak financially, and have inadequate constituencies. Today they struggle to survive as the remnant of an educational program established in another age, when Kansas was pioneer country, when communication and travel were slow, when

there were large, open, unsettled areas, and a great deal of higher education was carried on under sacrificial and insufficient auspices.

Endeavoring to provide some coordination among this historically heterogeneous group of institutions, each moving at its own pace and in its own direction, is the Board of Regents, a group of laymen handling a mammoth job as public-spirited citizens serving on a part-time basis. The Board has a great responsibility, but this is not matched either by its power, its funds, its staff, or even by a term of office long enough to operate most effectively.

For forty years, therefore, the Board and other agencies concerned with higher education in Kansas have been "studying" the problems of the State's universities and colleges. No fewer than nine major statewide reports have been prepared since 1922 – some extremely comprehensive, as in 1960; some more limited, as in 1955 (municipal universities), 1955 (space utilization), and 1958 (extension services). Literally hundreds of recommendations have been made on how to improve higher education in Kansas or at least how to coordinate it better. But a reading of Kansas educational history leads to the conclusion that nothing much has happened as a result of these reports. The studies were made, the reports were accepted, the material was read, then it was filed. Higher education in Kansas continued to march on much as before.

Our Panel was not interested in making this kind of report. We believe that higher education in Kansas has been surveyed too much and there has been too little action, that too many statistics have already been tabulated, and that the State can ill afford the luxury of an uncoordinated group of institutions, each going its own way. We believe that the State's future well-being requires, in fact demands, that Kansas start now to assure its future as

- an outstanding center for graduate and professional study
- an outstanding center for university-based medical, scientific and industrial research
- an outstanding citadel of learning in a great variety of academic and technical areas,

and that the State must provide an adequate program of higher education for all students who can profit therefrom, whether they are undergraduate or graduate, academic or technical, full-time or part-time, resident or commuter.

We believe this will cost some money in addition to the amount now being spent for higher education but that the State can ill afford to fail to appropriate it. However, with due regard to economic growth, it should not cost much more proportionately of the State's total income.

We also believe that more than money is needed; namely a firm resolve on the part of the educational leadership of the State to accomplish more with the available financial resources through more efficient and economical operations. We do not believe these objectives can be accomplished without some fundamental changes in organization and structure, and in the distribution of responsibility throughout the higher educational system in Kansas. Some of these changes can be accomplished easily. Some will take longer. All are critical.

Specifically, we recommend that

I. *With Respect to the Board of Regents*

(A) The Board should:

(1) Assume, within legal limits, greater responsibility for coordinating the expansion of higher education throughout the State.

(2) Delegate part of its responsibility for the coordination of the activities of the three state colleges to a President of a new Council of State Colleges, who could act as chief executive officer of the State college system. (The executive heads of the three colleges would be the other members of the Council.)

(3) Establish a Board for State Universities Extension Services with responsibility for planning, coordinating, and developing the extension work of all state institutions of higher learning (see page 11). The Board should include the following:

(a) the President of Kansas State University (Chairman),

(b) the Chancellor of the University of Kansas (Vice Chairman), and

(c) the President of the Council of State Colleges.

(4) Encourage the private colleges in Kansas to enter into cooperative arrangements with public institutions wherever possible (for example, joint use of library facilities, sharing of research equipment, joint appointment of faculty members, etc.) and to maintain closer liaison with the Regents (for example, by sending continuous information on financial and educational plans). Arrangements along these lines between Indiana University, Purdue, and the private colleges of Indiana have worked well for a number of years.

(5) Establish a panel of highly qualified consultants from outside the State who can take an impartial and objective view of Kansas institutions and meet with the Board once or twice a year in order to bring to its attention the most important new developments in higher education throughout the country and advise how these might be applied in Kansas.

(6) Employ several highly qualified specialists to act as staff for the Board as it exercises its expanded responsibilities (this might include a director of the budget, a director of construction, space utilization, and planning, etc.).

(7) Meet for longer periods than in the past in order to discharge more fully the responsibility for leadership and coordination of higher education in the State, and devote more time to policy matters.

(8) Provide a longer term for the Chairman of the Board.

(B) The Legislature should:

Provide longer terms for the Board members (this may require a change in the State Constitution). For a board of nine members we suggest a nine-year term with one member appointed each year.

II. *With Respect to the Two State Universities and Three State Colleges*

(A) The University of Kansas and Kansas State University should be authorized to:

(1) Establish a State Universities Center at Wichita under a new Board consisting of:

(a) the Chancellor of the University of Kansas (Chairman),

(b) the President of Kansas State University (Vice Chairman),

(c) two academic deans, one each from the University of Kansas and Kansas State University,

(d) two graduate deans, one each from the University of Kansas and Kansas State University,

(e) two engineering deans, one each from the University of Kansas and Kansas State University,

(f) two education deans, one each from the University of Kansas and Kansas State University, and

(g) the executive head of the Center.

This Board should have the responsibility for operating the Center through the executive head and, through its chairman, should make recommendations to the Board of Regents. During the first year this Board should review all operations of the Center and present to the Board of Regents a plan for the future development of the Center that draws upon the resources of the two universities in order to provide the highest possible quality of work for the people of the Wichita area without unnecessary duplication of effort. (A separate section of this report is devoted to Wichita.)

(2) Establish an inter-university research committee for the University of Kansas and Kansas State University to:

(a) evaluate research proposals,

(b) suggest areas of research not being exploited for which the University of Kansas and Kansas State University have appropriate or unusual opportunities, and

(c) recommend to the Chancellor of the University of Kansas and the President of Kansas State University the funds to be requested from the Legislature for research purposes.

(3) Establish an inter-university research foundation (see page 30) to:

(a) handle accounting and legal and other housekeeping matters regarding research carried on by the faculties of all the state universities and colleges, and

(b) accept all research funds made available to these institutions, including those from the federal government.

(B) All five state institutions should:

(1) Offer a coordinated extension program under the general supervision of the Board for State Universities Extension Services which should employ a director of extension and cooperative services who should maintain his office in Topeka and be responsible for developing a statewide plan for all types of off-campus extension services including courses offered personally by faculty members, by correspondence, and by radio and television. This plan should be submitted to the Board of Regents for approval. It should:

(a) eliminate duplication of effort and offer a coordinated program in each population center of the State,

(b) identify and appraise new needs and demands for off-campus instruction such as those in technology and science,

(c) formulate a statewide policy and establish a mechanism for awarding college credit for work completed,

(d) outline budgetary procedures including provisions for a consolidated budget and establish methods of payment to faculty, whether directly or through one of the colleges or universities,

(e) require the publication of a single bulletin for each population or extension center, listing all work offered under the jurisdiction of the Board of Regents, and

(f) provide for an annual report to the Board of Regents on all extension services offered.

(2) Broaden the base of their support for scholarships, student loans, research, and special purpose programs.

(3) Utilize for both on and off-campus work whatever system of educational television that might be formed in the State to provide courses for college credit.

(4) Establish a statewide system of awarding college credit by examination for work completed by students through home-study activities, television courses, adult education courses, or courses offered by any organization not part of the public or private college and university system in the State. Such examinations might also be used in teacher education and technical education.

(5) Greatly increase their space utilization over the next decade by using buildings on all campuses from 8:00 a.m. to 10:00 p.m. weekdays and 8:00 a.m. to 1:00 p.m. on Saturdays, eleven months a year. This can be accomplished without interfering with academic excellence or quality instruction. All campuses will then be able to accommodate greatly expanded enrollments in existing plants if new dormitories are added and plants improved by air conditioning and some remodeling.

III. *With Respect to the Public Two-Year Colleges*

(A) The public junior colleges should be:

(1) Reconstituted and upgraded in order to serve better the needs of Kansas high school graduates. Our Panel agrees unanimously that this could be accomplished if the junior colleges were reestablished under independent local boards and operated under the general supervision of the Board of Regents. Approximately three-fourths of the students in the public colleges of the State at the freshman and sophomore level are now under the jurisdiction of the Board. With the addition of the responsibility for the separate local junior colleges which enroll most of the remaining freshmen and sophomores, the Board could

assure the State that nearly all such students would have equal educational opportunity under common standards.

(2) Developed under a plan to be worked out by the Board of Regents in cooperation with other State authorities. In the formation of this plan the following factors, among others, should be considered: necessary legislation, larger junior college districts, the tax base, tuition policy, kinds of educational programs to be offered including vocational training, the basis for state aid, the acquisition or construction of separate junior college plants, the qualification of junior college teachers, salary schedules, etc.

(3) Coordinated by a President of a Junior College Council which should be made up of the presidents or deans of the junior colleges, who would be responsible to the Board of Regents for the general supervision and upgrading of the junior colleges in the State.

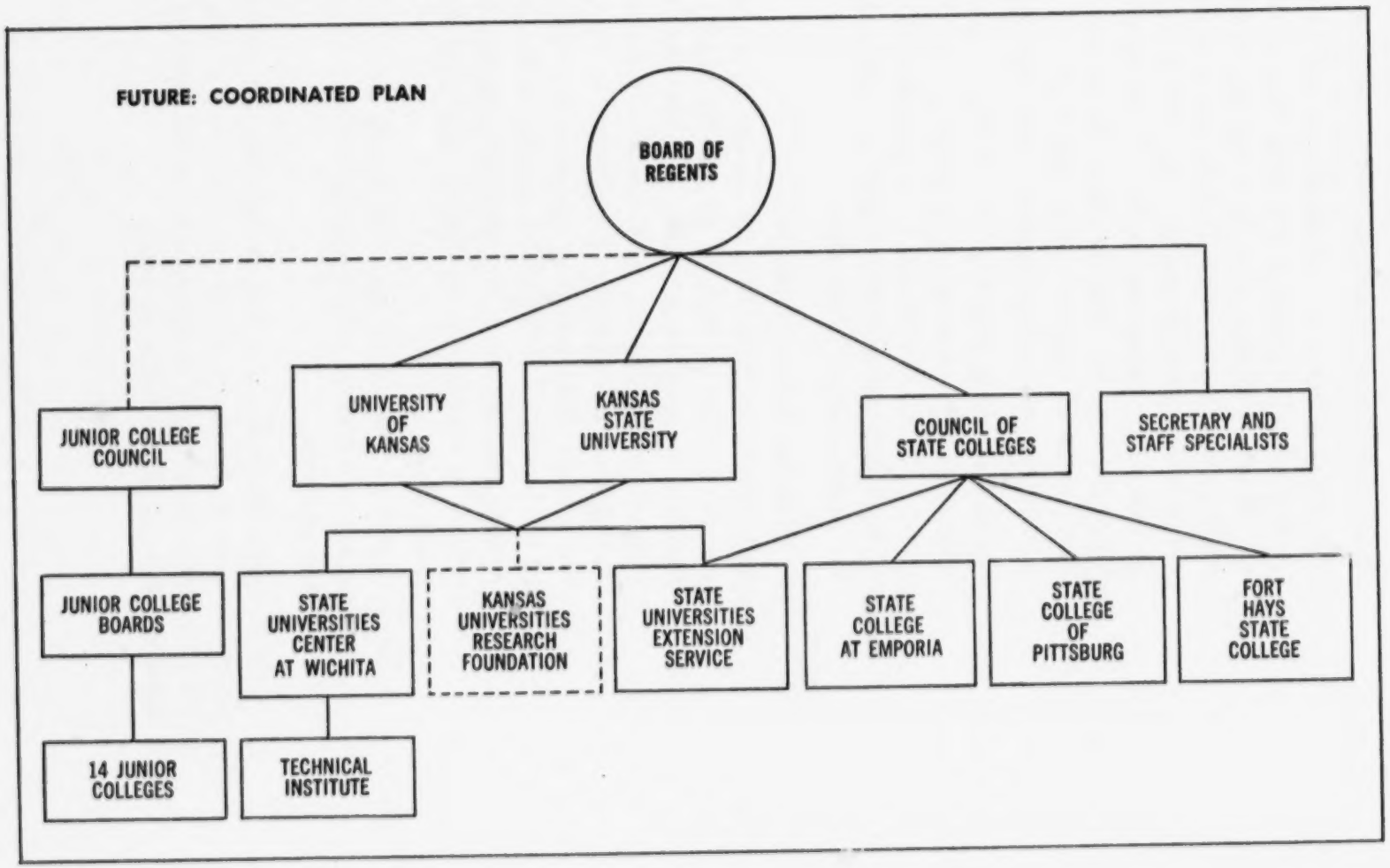
(B) A new technical institute should be:

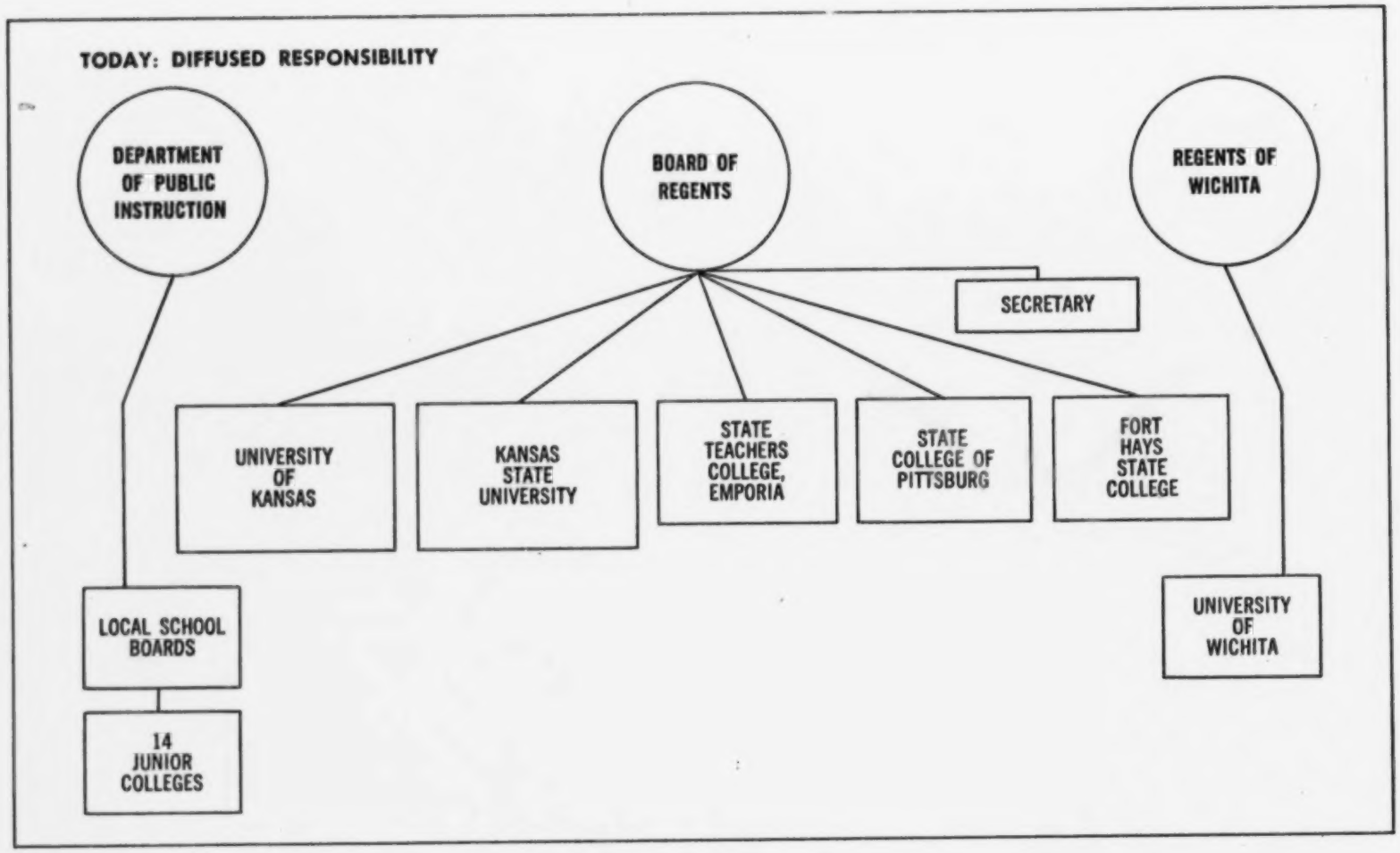
(1) Established, our Panel believes, as part of the State Universities Center at Wichita to provide highly qualified technical training to students with aptitudes for semi-professional training in fields needed for the expansion of industrial development in the State, or by people in the Wichita area (including the programs now provided by the University of Wichita in secretarial training, police training, nursing, and, in addition, programs for technicians in engineering, electronics, and other fields vital to the area).

(2) Organized along lines that will permit an enrollment of 2,000 to 2,500 by 1975 majoring in ten to fifteen different programs.

A chart summarizing this plan for reorganizing the public system of higher education in Kansas to include the University of Wichita and the public junior colleges under the jurisdiction of the Board of Regents as described above is on the following pages.

REALIGNING THE RESPONSIBILITY FOR STATE UNIVERSITIES AND COLLEGES, UNIVERSITY OF WICHITA, AND PUBLIC JUNIOR COLLEGES UNDER THE BOARD OF REGENTS




TODAY: DIFFUSED RESPONSIBILITY
DEPARTMENT OF PUBLIC INSTRUCTION
BOARD OF REGENTS
REGENTS OF WICHITA
SECRETARY
UNIVERSITY OF KANSAS
KANSAS STATE UNIVERSITY
STATE TEACHERS COLLEGE, EMPORIA
STATE COLLEGE OF PITTSBURG
FORT HAYS STATE COLLEGE
LOCAL SCHOOL BOARDS
14 JUNIOR COLLEGES
UNIVERSITY OF WICHITA

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III FINANCING HIGHER EDUCATION

According to the best information we have been able to obtain for Kansas for the school year which will end on June 30, 1963,

- the Legislature appropriated $46 million of tax money for higher education (both operating expenses and construction);
- the cities and towns appropriated another $4 to $5 million for the municipal universities and the public junior colleges;
- students will have paid $25 to $28 million for tuition and fees, room and board, and student activity charges at the various state colleges and universities, the public junior colleges and the private institutions; and
- philanthropic organizations and individuals, churches and church groups, foundations and the federal government through its research grants and student loan and housing loan programs will have contributed $10 to $15 million to higher education.

No one, as far as we have been able to determine, has tabulated more precise figures for the current school year. A good guess is that the total expenditure for higher education in Kansas, public and private, (excluding those financed by borrowing) is now running at a rate of $80 to $90 million a year, 90% of which is provided one way or another by the residents of this state.

These figures show that tax money appropriated by the State Legislature, while large, is only a fraction of the total higher education financing picture. It is the highest single contribution, nevertheless, and as such should be open to close and continuous scrutiny. Its very magnitude requires a search for every possible saving consistent with the needs of the people of the State.

What are the needs of the people of the State of Kansas? Can expenditures for education and for research and industrial development be used to improve the State's economic potential – to make Kansas so attractive that the drain of educated and trained talent will stop, or at least slow down? The reports show that nearly all of the hundred or more Ph.D.'s produced in Kansas each year go outside of the State for employment; and 75% of the engineering students leave, as do a sizeable percentage of the graduates with B.S., B.A. and M.S. degrees. This is a deplorable situation. It doesn't bode well for the future of the State. It must be changed.

Today Kansas is in transition from an economic past of agriculture and extractive industries toward, hopefully, an economy based more heavily on manufacturing or technically-based industry. The Governor has recognized that the transitional problems need attention and has appointed an Economic Development Committee consisting of some of the State's most outstanding citizens. This committee expects to report within a few weeks. The Governor has also appointed a Citizens Advisory Committee on State and Local Finances to look at the public finance situation, past, present, and future. This committee, too, we understand, will report by the end of the year.

Our Panel anticipates with interest the reports of these committees. We believe that the committees will find, and the people of the State and their governmental representatives will recognize, that great ingenuity and expenditures of time and effort (and some money) will be needed to move the State's economy toward its highest realizable potential. We believe, also, that as the people of Kansas study the outlook for their state they will conclude, as we have, that well directed expenditures by universities and colleges, particularly for research and professional and graduate study, can be used as an instrument of economic development; and can make Kansas an area looked upon as an attractive place in which to live and work by a coterie of leading scientists, engineers, and scholars, as well as leaders of industry and commerce.

The specific recommendations on research and advanced study that the Panel wishes to make for Kansas are outlined in a separate chapter of this report. Here it should be noted, only, that some additional

money for higher education will be required in the years ahead. The people of Kansas and their governmental representatives should recognize in this connection that:

(1) The cost increases can be expected to be greater than proportional to the larger number of students because of the nationwide trend toward higher faculty salaries. (A growing demand for qualified faculty members is pushing salaries up to competitive levels for comparable training and experience.)

(2) The cost increases can be expected to be greater also because of the need for a larger number of able research personnel.

(3) Part of the increase can be expected to be financed out of the increased personal income of the people of the State. This has increased 60% in the past ten years and can be expected to rise in the future (in the absence of war) because of increased productivity.

(4) An additional portion of the increased costs can be met (without new taxes) if the auxiliary enterprise operations at the state colleges and universities are placed more fully on a self-supporting basis, including amortization of building costs. Also a broader base for financing higher education which includes federal loans, increased federal aid, private financing, gifts and bequests must be thoroughly developed to help meet the higher costs in the years ahead.

(5) An additional portion of the increased cost can be met (without new taxes) by moderate increases in tuition rates. Two-thirds of all the state universities and land-grant colleges levy a higher charge for tuition and fees than either the University of Kansas or Kansas State University. Charges can be higher in Kansas without seriously restricting educational opportunity (particularly when it is noted that tuition and fees for a resident student at a midwestern state university represents less than 20% of the total cost of going to college, according to a University of Illinois report).

(6) The remainder of the increased cost will have to come from tax increases.

Tax increases for higher education costs could be held to a minimum if the State would:

(1) Plan for the years ahead to educate a larger percentage of post high school students in junior colleges where, even with higher standards, the per capita costs are likely to be lower both to the State and to the student. In no way would this restrict the opportunities for any high school graduate. In fact they would be enhanced as opportunities are made available for the students so that they can continue living at home while taking junior college work.

(2) Establish a priority in higher education expenditures.

(3) Use private financing to provide a substantial part of the dormitory construction needed in the future, limiting thereby the taxpayers' contribution to dormitory construction to the present millage tax levy.

Equal educational opportunity, or the open door policy for higher education, is important to the people of Kansas. Our technological and democratic society requires that every boy or girl should have the opportunity to develop whatever talents he or she may have. By reconstituting the junior college system the State can maintain that policy and render even greater service to its young people.

With respect to the open door policy the people of Kansas should know that it is costly to permit any student to continue at a public university if, during his freshman and sophomore years, he has maintained a poor achievement record. Furthermore it is not helpful to the student to encourage him to go on with work he is incapable of doing.

With respect to priority of expenditures the people of Kansas should know that:

(1) The highest priority for the next five years is for:

(a) increased faculty salaries at all state colleges and universities,

(b) an increased financial underpinning of higher education in Wichita, and

(c) an increased financial underpinning of the junior colleges.

These financial needs are far ahead of the need for more construction at state universities and colleges. They should continue to have first priority until college and university classrooms reach greatly increased utilization rates as mentioned above (with proportionate utilization for laboratories, libraries, etc.).

(2) With increased utilization of space, priority needs can be met during the next few years without great increases in expenditures per student by avoiding large construction projects as the operating budget increases. At least $10 to $20 million of the construction items requested by the colleges and universities for the next five years are involved. Except in very special cases, such as those for research and laboratories geared to advances in science and technology, these should be postponed until enrollment approaches double present levels.

With respect to private financing for dormitories, the people of Kansas should know that:

(1) It will be possible to hold state funds for dormitories, other than the millage tax, to a minimum if privately financed construction of dormitories is encouraged at all state campuses as enrollments expand.

(2) Privately financed dormitories have already been constructed at the Kansas State Teachers College at Emporia; also at the University of Texas at Austin, the University of Houston, colleges in Wisconsin, Auburn University in Alabama, three state colleges in California, three state colleges in Pennsylvania, etc. The reports show that the buildings are attractive and that the rental charges are not out of line with the usual charges for living quarters.

(3) Some states have arranged for the construction and financing of dormitories and other revenue-producing enterprises without state appropriations, or with small initial appropriations, through the establishment of State Dormitory Authorities. The Board of Regents should investigate the feasibility of this arrangement for Kansas.

IV ELIMINATING WASTE AND DUPLICATION

Today, the greatest waste in higher education in Kansas (and in a number of other states too) is caused by:

(1) The failure of universities and colleges to use time, space, personnel, and financial resources as effectively as possible; and to use the available resources to adapt instruction more fully to individual learning rates with audio-visual devices, educational television and programmed instruction.

(2) The failure of existing institutions to establish cooperative arrangements for the use of facilities and personnel.

(3) The practice of enrolling in the state universities many undergraduate students who have not demonstrated their capacity for high quality academic study.

These sources of waste probably exceed greatly the costs that are incurred by the duplication of courses, programs of study or even professional or semi-professional schools, at institutions in different parts of the State. In Kansas, as in other states, however, the state universities and colleges cannot be expected to tackle aggressively these fundamental areas of waste individually because:

(1) Each institution has its own special interests, alumni, and local constituency.

(2) Each school and each department in each institution is naturally a special pleader for its own students, faculty, and areas of study.

(3) The historical development of higher education in Kansas has been marked by intense but healthy competition for appropriations, status, public support, etc.

(4) There has never been public enthusiasm for anything less than a wide-open-door policy of admission to universities and colleges for any graduate of a high school within the state.

The Panel has observed that the problem of reducing waste and duplication in higher education has not been solved satisfactorily anywhere in the country nor can it ever be solved with finality. The Board of Regents could, however, take five steps next year which would put the Board in a better position three to five years hence to exercise leadership in the reduction of waste and duplication. These are:

(1) Develop a ten-year master plan for higher education in Kansas in which projections are made for students, faculty, construction, research, etc., on every public campus in the state, after which all projections are translated into potential budget figures (along the lines of "Needed: A Ten Year College Budget" by Sidney G. Tickton). The making of such a master plan would, by itself, focus attention on the policy decisions required to fit the plans for higher education into a reasonable financial framework.

(2) Establish a series of Inquiries utilizing the highly qualified consultants referred to on page 9 of this report to hold hearings, take evidence, and make recommendations to the Board of Regents on a series of problems clearly defined in which waste and duplication are suspected, such as

(a) How can the state universities and colleges best utilize educational television facilities in order to reduce costs and increase educational opportunity?

(b) How can the State improve university and college library services at reduced costs per student?

(c) How can the State best provide the research facilities essential to its industrial and economic development?

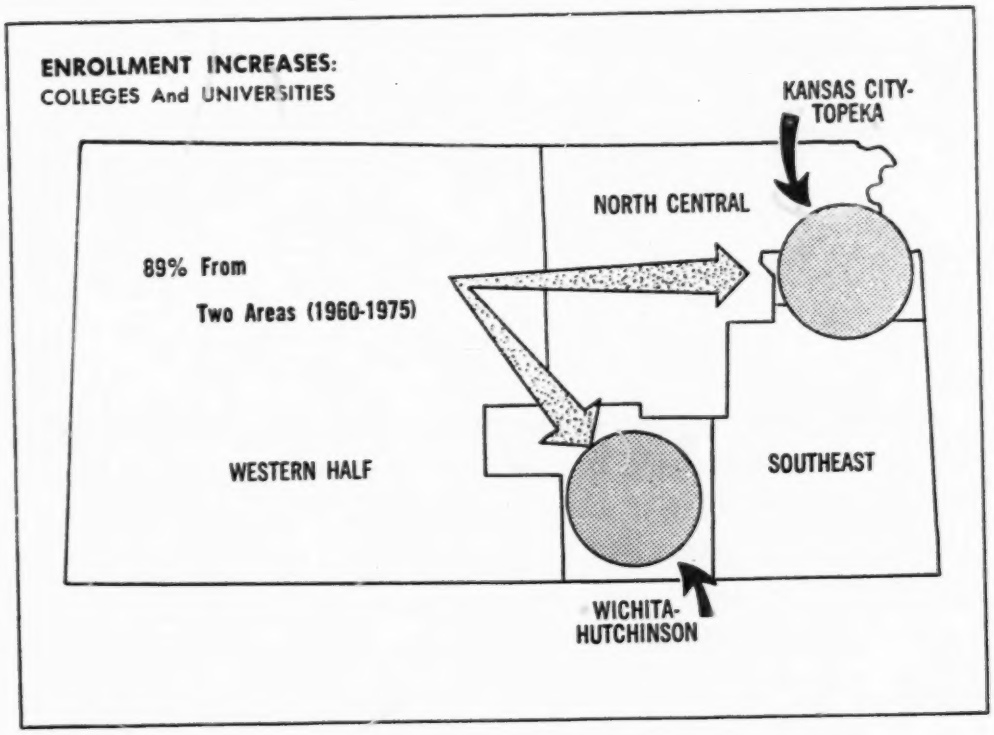
In commissioning these Inquiries, the Regents should indicate the expenditure level to be considered and request alternative suggestions from the consultant.

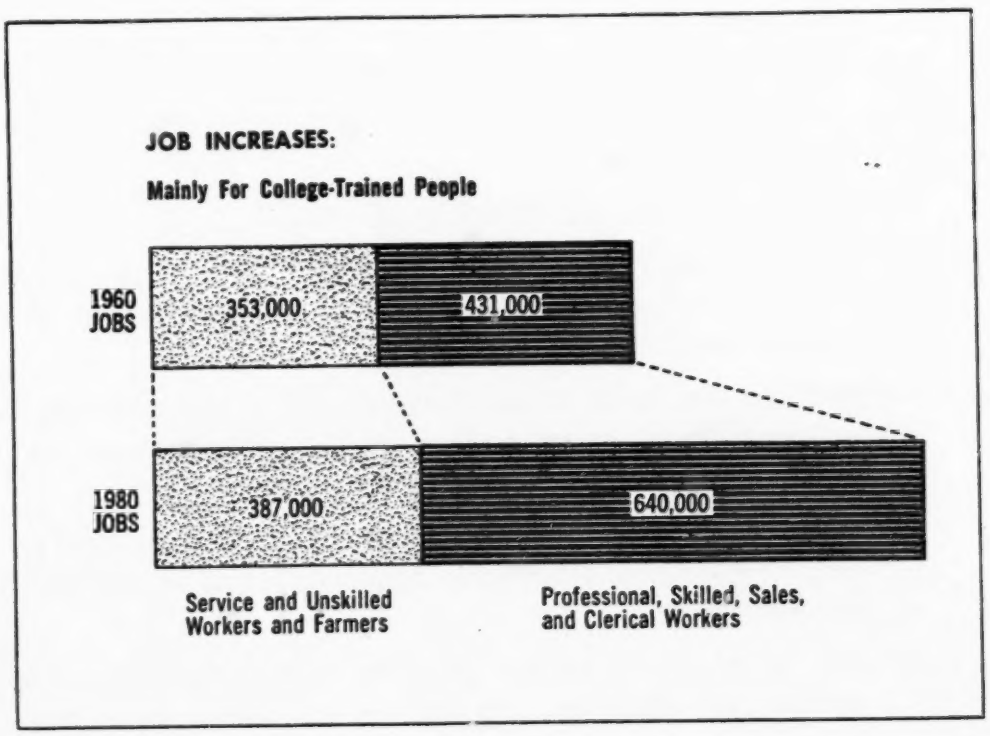
(3) Authorize the director of extension and cooperative services (mentioned earlier) to work out cooperative arrangements among the state colleges and universities in such obvious areas of duplication as extension courses, library purchasing, food purchasing, building and grounds maintenance, etc. – areas where similar activities are carried on at all campuses. Our consultants lead us to believe that such an official should be able to work out savings many times the cost of his salary if he can obtain true cooperation from the various institutions.

(4) Employ a director of construction, space utilization, and planning (as mentioned earlier) to act as the Regents' representative in considering new building plans and space utilization proposals presented by the various institutions. Such a specialist should be able to establish construction priorities much more adequately than the Regents are now able to do. "In the past," said Harold Gores, President of Educational Facilities Laboratories and a consultant to our Panel, "the failure to establish such priorities has cost Kansas considerable money because construction has been in successive phases on the various campuses. It would have been more economical to have built in larger but less numerous increments."

(5) Encourage Emporia and Pittsburg to discontinue their laboratory schools (this is discussed further in the chapter on teacher education). The purposes of the laboratory schools can be achieved in other ways and less expensively.

CHANGES TO BE EXPECTED IN KANSAS





V EXPANDING EDUCATIONAL OPPORTUNITY AT WICHITA

V UNIVERSITY OF

Because of the special problem posed by the University of Wichita our Panel as a group and the consultants individually made a careful, thorough and objective study of this situation. We noted that:

(1) Wichita is the largest single population center in Kansas and that at present the city and the commuting area around it include approximately one-fourth of the college-age youth.

(2) With the further industrial development of the State this area is likely to have an increasingly larger percentage of college-age youth than it has now for whom the State needs to provide educational facilities.

(3) Last year the State took a first step in recognizing its obligation to the youth in the area by providing support for the University of Wichita.

We noted further that the University of Wichita:

(1) Was established and developed by the municipality to provide college facilities at public expense, and thus meet urgent educational needs.

(2) Has met the needs of the local community by developing a college of liberal arts, a graduate school, and professional work in engineering, business, journalism, and education.

(3) Has responded to the needs of industries in the community by offering courses at times when employees could register on a part-time basis.

(4) Has become a center for part-time students who desire to extend their education. (Of the 714 graduate students regis-

tered in the spring 1962 semester, only 32 took as many as 12 hours of work; more than half took only one course. Of the total student body, including those registered for evening and extension classes as well as day students, 40 per cent were part-time. In other words, the University serves the same function that extension centers of universities generally serve.)

(5) Requires further financial support if it is to develop adequately to meet the needs of youth in the area in the years ahead.

Considering all of these factors, our Panel proposed earlier in this report (page 10) that the University of Kansas and Kansas State University jointly establish the State Universities Center at Wichita under a new Board responsible to the Board of Regents. This Center, if established with the present facilities of the University of Wichita and expanded in the future under the jurisdiction of the two state universities, could:

(1) Provide for the needs of the college-bound students in Sedgwick and surrounding counties, a growing population area.

(2) Reduce waste and duplication of facilities and resources now and in the future.

(3) Draw upon the faculties and other resources of the two universities in developing its program.

Our Panel believes that the establishment of a Center coordinated with the two universities will conserve academic resources and offer the highest possible quality of college education to the people in the Wichita area. In the future neither Kansas nor any other state will be able to afford everything everywhere for everyone. The State should continue its efforts, then, in building two great universities, with outstanding faculties and modern, efficient facilities, and utilizing these together with the colleges for its statewide needs.

The State Universities Center at Wichita should, our Panel believes,

(1) Offer a wide variety of academic programs leading to the B.A. or B.S. degrees. These degrees should be awarded by the University of Kansas upon completion of the various programs of study. The same standards of accomplishment should be required by the University, and credits should be freely transferrable from Wichita to Lawrence or Manhattan and vice versa.

(2) Offer whatever programs are needed at the graduate and professional levels leading to master's degrees, doctorates, or degrees in professional areas. These degrees should be awarded by either the University of Kansas or Kansas State University at the option of the student and depending in part on the area of study or the faculty members involved.

(3) Offer a wide variety of programs for technical and sub-professional training leading to the Associate in Arts or Science or other appropriate degrees or certificates. These offerings should be at the new technical institute mentioned earlier in this report.

(4) Utilize fully and as effectively as possible all properties, resources, and personnel of the University of Wichita. The State is fortunate indeed in having this institution available to incorporate within its system of higher education to serve the educational needs of the young people. If it had not been built the State would now have to build facilities to serve the Wichita area.

(5) Charge tuition comparable to that at the two state universities.

(6) Establish a close liaison with all the industrial and commercial interests in the area needing advanced training for employees along the lines followed by urban institutions in other parts of the country; as for example, in Cambridge and the Boston area.

In the conversion of a municipal university into an important State Universities Center, it is impossible at the outset to foresee all aspects of future operations. Our Panel recommends, therefore, that the new Board of the Center prepare, within a year after it comes into being, a long range plan for submission to the Board of Regents which would set forth the fields to be offered locally and the most effective ways in which the resources of the two universities could be drawn upon so that the total program would serve adequately the needs of the youth in the Wichita area.

The State Universities Center at Wichita should provide greatly expanded opportunities for higher education for the people of the area. In return therefor our Panel believes that the people of Wichita should:

(1) Turn over to the State of Kansas all the properties of the Uni-

versity of Wichita clear of bonded indebtedness for use by the Center.

(2) Dedicate a substantial proportion of the tax revenue now appropriated for the support of the University of Wichita to scholarships for needy students with high academic aptitudes to help them attend any of the state colleges or universities. There is a shortage of such scholarship funds in Kansas. A moderate appropriation for this purpose by the city may retain for the State some of the ablest young people. Other state universities in the middle west are now recognizing that one of the great unmet needs is for scholarships. The University of Minnesota, for example, is currently conducting a drive for "scholarships to attract bright boys and girls who need help in order to continue their education," and, "scholarships based on merit alone to attract the best brains to be found anywhere." Kansas should not lag behind in meeting this need; it should be in the forefront.

Other solutions have been proposed for providing state-supported higher education in the Wichita area and our Panel studied all of them. We concluded unanimously that in the long run these will duplicate resources and spread the State's educational effort over too thin a base without drawing upon the very substantial educational resources the State has developed. We cannot recommend them. We do, however, propose that full use be made of the facilities at the University of Wichita and that through a coordinated program the youth of the area be offered the best education that the State can provide.

VI RESEARCH, ADVANCED STUDY AND SCHOLARSHIP OF THE FACULTY

A few months ago Chancellor Wescoe's ad hoc committee on university research, of which Dr. W. J. Argersinger, Jr. was chairman, said:

> *"The university exists to accommodate and implement the whole human learning process, and this must include creative scholarship and research. Thus research is not an optional activity in the university, not merely a legitimate pursuit for those who may be interested and willing to dedicate their spare time, nor an assignment justified to either the university or the professor by the resultant income in dollars and publicity. Rather, research is an inescapable responsibility of the university and an inseparable part of its total educational function."*

The committee then went on to say:

> *"At the graduate level the central importance of research is most obvious, for here the instructor, one-half of the learning team, bears the double responsibility of imparting both knowledge — a word that implies depth of understanding as well as volume of information — and the techniques of discovery, evaluation and interpretation."*

Our Panel is in complete accord with this statement.

Other educators have pointed out that new industries are burgeoning all over the country as a result of scientific and engineering research, an important part of which is being carried on jointly by universities and local industries and sometimes the federal government; also that some outstanding industrial developments have occurred since 1940 in areas such as San Francisco, Los Angeles, Boston, and Pittsburgh, where the scientists and engineers in the universities and industry

together placed heavy emphasis on research activities and worked jointly for the betterment of their communities and the nation.

Thomas C. Werbe, Jr., Deputy Assistant Secretary of Defense, attributes the fact that California now receives more than twice as much Department of Defense development money as any other state to "the existence in California of substantial research, development, and production facilities that are able to compete successfully for this work." Clearly research carried on by highly competent specialists not only strengthens the universities but also adds greatly to a state's economic resources. These three elements: strong universities, research, and economic growth, are inextricably interwoven in the fabric of a modern dynamic and developing society.

Our Panel has noted that the two universities in Kansas have had a long and notable history of research in a number of scientific and scholarly fields. For the academic year ending June 30, 1963, the combined research outlays of the two state universities will total $9.3 million financed approximately as follows:

(1) State appropriation from the general revenue fund	$3,600,000
(2) Federal government grants	3,600,000
(3) Private grants and contracts	1,500,000
(4) Income from research activities (mainly agriculture)	600,000
Total	$9,300,000

This amount is somewhat higher than in previous years. It is higher than research outlays in Nebraska, about the same as in Colorado, and substantially lower than in Iowa, Minnesota, Oklahoma, or Wisconsin. For the future we believe the two universities in Kansas should carry on a much greater volume of research spread over many more areas of study than heretofore (in the past there has been a concentration in agriculture and medicine). They should also:

(1) Develop a closer coupling between the faculties of the two universities and the Kansas business, industrial, and financial communities. In the past neither utilities, telephone companies, transportation companies, nor banks, all of which have a primary stake in the general economic situation within the

State, seem to have felt a real responsibility for the support of higher education or research in Kansas.

(2) Organize continuous campaigns for private support of some of the university-based research activities.

(3) Provide greatly expanded on-campus research facilities, laboratories, library collections, and office space, and additional research assistantships – financed in part by private contributions.

(4) Arrange for off-campus research and advanced study opportunities for faculty members matching those now offered at such cooperative enterprises as the

Oak Ridge Institute of Nuclear Studies
(sponsored by 37 southern colleges and universities)

or

Associated Rocky Mountain Universities
(established by 20 colleges and universities in 8 western states)

or

Brookhaven National Laboratories
(established by 9 eastern universities)

or

The Southwest Center for Advanced Studies
(now being established as a kind of "University for Professors" in the Dallas area).

(5) Offer opportunities for publication of scholarly works subject to the most rigorous appraisal of manuscripts.

(6) Offer expanded opportunities for travel to professional meetings in this country and abroad for persons engaged in active research undertakings.

As indicated earlier in this report, our Panel believes the two state universities need a greatly improved mechanism to handle sponsored research, contracts, and gifts from outside sources, and that a research foundation is ideally suited to this purpose. The foundation we envision would:

(1) Have at least three centers of operations – Lawrence, Manhattan and Kansas City.

(2) Encourage and stimulate the preparation of proposals from the faculties of all departments of the two universities.

(3) Handle the details of all proposed negotiations with agencies making grants.

(4) Establish policies regarding recovery of overhead expenses.

(5) Work out policies for publication and patents.

(6) Receive, hold and dispense funds, including those from the federal government.

(7) Be responsible for reporting and accounting, legal work, administrative matters, etc.

A research foundation established as *a separate, non-profit corporation* and directed by a scholar or engineer of nationwide reputation would permit the two universities to provide research and professional services to the State, the federal government, and to industry. A number of similar organizations already exist in various parts of the country.

The Board of Directors of the research foundation should include:

(1) The Chairman of the Board of Regents (Chairman)

(2) The Chancellor of the University of Kansas (Vice Chairman)

(3) The President of Kansas State University (Vice Chairman)

(4) An outstanding industrialist (Vice Chairman)

(5) At least three to five additional industrialists or professional leaders from Kansas or elsewhere.

The original industrial and professional members of the foundation Board should be selected by the three ex-officio members. Thereafter the foundation Board should be self-perpetuating with the exception of the three officers of the Board of Regents and the universities who will serve by virtue of their positions.

In order to attract to the research foundation the highest calibre of academic personnel the Panel recommends that the Board of Regents create a small number of *Distinguished Regents Professorships*. The scholars and scientists appointed to these chairs would direct research and offer courses when they desired on any of the campuses under the

jurisdiction of the Board of Regents. Only scholars who have attained national or international distinction should be so honored. These professors should be paid salaries that are competitive with those at institutions such as the University of California, the University of Michigan, and the State University of Iowa. Furthermore they should be provided with facilities that are adequate to extend their original research.

Experience has shown universally that wherever such scholars are brought together and given the resources with which to work, the yield on the investment has been exceedingly high in academic standards, in attracting the ablest young minds, in distinction to the institution, and in economic return to the area. With such an activity, the attitude of mind which says "we simply don't have the money" yields ever larger deficits, but money wisely and prudently spent cannot fail to bring a high return.

VII TEACHER EDUCATION

Each year for the next ten to fifteen years the schools of Kansas can expect to hire 3,000 to 4,000 beginning teachers—young men and women just out of college who have never taught. Possibly 80 to 90 per cent of these beginning teachers, as well as a large proportion of former teachers employed after an extended period of activity as housewives or in other non-teaching pursuits, will have obtained their teacher training at the colleges and universities under the jurisdiction of the Board of Regents.

What kind of teacher training and educational background will these teachers have? How thorough will their general or liberal education be? How well grounded will they be in the subject matter they expect to teach? How familiar will they be with new teaching methods and learning devices being adopted throughout the country? And will they be able to use them effectively in their classrooms?

The colleges and universities in Kansas have had a creditable record in the preparation of teachers. They have been called upon by various federal government agencies in recent years to make the rural education resources of the state available to the nation and the world. Many young people first trained in Kansas colleges as school teachers have gone on to become college and university faculty members; many have engaged in other pursuits requiring a high degree of collegiate training.

But the trend in teacher training is changing across the country from that emphasized in the past. Everywhere it is clearly evident that:

(1) The separate teachers college or teacher training institution is fast disappearing from the American scene. Only eleven states and the District of Columbia now have separate four-year

public teachers colleges as such; only forty-four such institutions are now in operation in contrast with a hundred and fifty ten years ago. With this trend, the separate teachers college will soon be extinct.

(2) Strong liberal arts colleges with programs of teacher education concentrated in the fourth and fifth years of college training are likely to attract a greater proportion of top level college students into school teaching in the future than the teachers colleges, with their conventional curriculum, have been able to attract in the past. California, Wisconsin, and New York have already taken steps to require five years of training with strong liberal arts preparation for their future teachers.

Against the background of this general overview, what should be done in the future to make teacher preparation in Kansas even better than it is today, and to give it the stamina and flexibility to cope with the many educational problems of tomorrow? Our Panel recommends specifically that as soon as possible:

(1) The Regents create a Council of State Colleges (see page 8) consisting of a President and the executive heads of the three state colleges to coordinate their work in teacher training and in other fields for which they prepare students.

(2) The three state colleges in Kansas become three of the strongest multi-purpose colleges in the middle west, providing a thorough liberal and subject matter education to prospective teachers and at the same time serving students who plan to enter other activities. In this connection Emporia should drop the word "Teachers" from its official name.

(3) More attention be given to a five year master of arts in teaching program, with the teacher training starting in the third year and continuing through the fifth year of college education.

(4) Six year programs of teacher training, which include advanced work leading to the doctorate, be offered only at the universities and not at the three state colleges.

(5) Special teacher training programs be developed for older women. These should be separate and distinctly different from

the standard program for young people of 18 to 22 years of age. Admission to these programs should be subject to rigorous selection and academic standards should be high.

(6) The curriculum in teacher education be reexamined at all institutions with the view of reducing and consolidating courses in professional education in order to eliminate duplication of effort and the elaboration of the obvious.

Our Panel also recomends that between now and 1970:

(1) Practice teaching gradually be replaced by a paid internship in a local school system for at least one-half of a school year which comes after the B.A. degree but before permanent certification. When this internship has been established, undergraduate practice teaching programs should be eliminated and the extra time acquired for study be allocated to general education or specialized subject matter.

(2) The laboratory or demonstration schools at Emporia and Pittsburg be discontinued (Hays has already discontinued its laboratory school) as the internship program grows. Laboratory schools are costly. The experience they provide students can be procured less expensively, in a more typical school situation and with fewer administrative problems, through cooperative arrangements with nearby school districts. Furthermore, such college-school cooperative programs would raise the academic standards of the schools just as affiliation of a hospital with a medical school raises the standards of hospital services.

VIII GRADUATE AND PROFESSIONAL EDUCATION

A reasonable projection is that the requirements for graduate and professional education in Kansas will grow faster proportionately during the next ten to twenty years than for undergraduate education (see Appendix). In addition to the education of school teachers, more of whom will be taking master's degree work in the future than heretofore, there will also be an increased demand for post-B.A. educational programs by a wide variety of potential professional people such as dentists, physicians, pharmacists, engineers, scientists, college faculty members, business executives, etc. What should Kansas be doing about meeting these needs?

Our Panel has observed that:

(1) The facilities for the training of engineers, architects, and a number of other professional specialties in Kansas are adequate at the present time.

(2) No facilities exist for training in dentistry, optometry, mining, or forestry.

(3) No concerted program exists designed to encourage and train some of the ablest students for college teaching; yet the inadequacy of the supply forecast for the future in Kansas as elsewhere, can no longer be doubted.

With these facts in mind our Panel believes that:

(1) For the time being, it is unnecessary to establish educational programs in professional areas not now offered; arrangements should be made instead on a contractual basis with institutions in neighboring states to take care of Kansas students.

(2) Programs for educating future college and university faculty members and superior students desiring high-quality, advanced academic work in the liberal arts and sciences should be built

around the concept of the three year master's degree. This program, now in operation at Kansas State University and at many other leading institutions, would:

(a) involve three years of study, including the upper two years of regular college attendance,

(b) select students early in their college careers from the upper 15 to 20 per cent of the entire student body (based on scholastic aptitude and academic achievement),

(c) require students to engage in considerable independent study early in their college careers,

(d) prepare students also for admission to the Ph.D. qualifying examinations and for completion of the work for the Ph.D. in two additional years of study, research, and thesis *preparation, and*

(e) prepare able students for college teaching.

In describing this program, Dr. Oliver Carmichael, in his recent book on graduate education, says:

> *"During the next decade, many college teachers will have less than Ph.D. training. At present no master's degree program is designed to qualify graduates for college teaching. Relatively few M.A. graduates are qualified for the task. An urgent need exists for a new kind of program that prepares for college teaching. The three-year master's with its special requirements, its rigorous training, and its emphasis on college teaching as a goal, should be the answer."*

(3) Programs leading to the doctoral degree are costly. The Board of Regents needs, therefore, to avoid any unnecessary duplication of effort in the future development of the universities. To this end the Chancellor of the University of Kansas and the President of Kansas State University should jointly prepare a plan to be submitted to the Regents showing the fields in which their respective institutions will concentrate in offering the doctoral degree in the years ahead.

Our Panel believes that under such a plan Kansas will need to expand its three-year M.A. and its Ph.D. programs in the future in order to supply colleges and universities and government and industry with an adequate number of able, highly trained people.

IX CONCLUSION

In substance and form this entire report is a series of conclusions. Any final conclusion must flow from the one major purpose that has dominated its compilation: to help the Board and the people of Kansas provide for the next generation the highest possible quality of education within the available resources.

Mindful of Kansas' distinction, of its past and of its precarious, yet most hopeful future, our Panel formulated recommendations that represent our considered judgment on how Kansas might move ahead with its state system of higher education.

Our recommendations envision a steady and healthy growth with expanding college and university enrollments. To meet more effectively the growing needs and enhance the educational opportunities of the next generation, we advise closer coordination of the State's entire program of higher education; the development of a State Universities Center at Wichita, incorporating the facilities of the University of Wichita, under the general direction of the University of Kansas and Kansas State University; a unified state-wide extension service; the placing of the junior colleges under the jurisdiction of the Board of Regents; and a greatly stepped-up research and development program. We suggest, further, some means of eliminating waste and duplication, and of attaining greater efficiency of operations. We also propose ways of improving professional education, including the training of teachers, and graduate education. To round out the opportunities for post-high school education and to meet the needs of a growing technological society, we urge the establishment of a new technical institute.

Our Panel found no pat answers for the hard questions now facing colleges and universities. No formula, however meritorious when applied

elsewhere, can simply be superimposed on Kansas. Each state is distinctive. Kansas is no exception. It has great traditions that have shaped its pattern of higher education. They are deeply embedded. They furnish a firm, stable foundation on which colleges and universities will build their future.

But Kansas is not bound by tradition. New and urgent needs must be met by the people of the State if their children are to obtain the educational advantages they must have to cope adequately with themselves, with their families, and with their ever-widening community, going from local, to state, to national, to international, and to outer space horizons. Our older, rusty images estop us from even slightly grasping their new world and the opportunities it will bring. The next generation must be ready, not just superficially, but with well-developed intellects keenly sharpened to tackle the new, with emotional balance to keep mankind steady in an uncharted atmosphere, with the necessary skills to invent and to maneuver, and above all, with dreams that make the vision of the old frontier days recede into a nostalgic fantasy.

Throughout our study we sought feasible means of enriching the educational opportunities for Kansas youth. In no way should the development of their talents be curtailed. Kansas urgently needs for its further cultural and economic development, and society needs, all the fully matured human resources the State can muster.

Kansas, we are fully convinced from our study, is ready to move ahead vigorously. As the late eminent historian Carl Becker has so aptly said, "With Kansas history back of him, the true Kansan feels that nothing is too much for him. . . . Kansans set their own standards, and the state becomes, as it were, an experiment station. . . . The Kansas spirit is therefore one that finds something exhilarating in the challenge of an extreme difficulty. . . . Nowhere is there more loyal devotion to such words as liberty, democracy, equality, education."

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APPENDIX

Memorandum on trends in population, employment, income, and higher education enrollments in Kansas to 1980

To: The Panel of Advisors Appointed by the Board of Regents

FROM: Sidney G. Tickton, member and secretary of the Panel

During the past few months my statistical associates have analyzed more than one hundred reports on the population, economic, and college and university situation in Kansas. In addition, they have gone over a host of unpublished materials on these subjects in the files of the Census Bureau, Office of Education, Bureau of Labor Statistics, and many other U. S. government agencies in Washington, and have studied the tabulations provided us by the colleges and universities in Kansas, the Kansas State Department of Public Instruction, and other Kansas governmental organizations. The purpose of these investigations was to come up with the best possible answers to the following four questions:

(1) What is the outlook for population changes in Kansas—for the State as a whole, for separate geographic areas, and by categories of the population?

(2) What is the outlook for jobs in Kansas, and what does this imply when it comes to training the labor force?

(3) What is the outlook for college and university enrollments in Kansas—public and private, full-time and part-time, and for separate geographic areas?

(4) What is the economic outlook for Kansas—and if higher education can be expected to cost more proportionately over the years, can Kansas afford it?

In order to pin down some answers to these questions, I asked my statistical associates to make projections for a generation ahead where possible (that is, from the "actuals" of 1960 or 1961 to, say, 1980), not because these could be considered as precise figures but because they would provide magnitudes to be kept in mind as policy decisions on higher education are made within the next few years. Briefly, the answers to my questions, the considerations involved in arriving at these answers, and a short summary of the most relevant statistics are as follows:

(1) *What is the outlook for population changes in Kansas—for the State as a whole, for separate geographic areas, and by categories of the population?*

(a) Changes in the Total: During the generation ahead the population of the United States is expected to grow—not as rapidly as during some years in the period immediately after the war but certainly at a high rate compared with prewar experience. The U. S. Bureau of the Census believes that the total U. S. population can be expected to reach 235 million by 1975 and 260 million by 1980, that Kansas as well as its neighboring midwestern farm states will share in this growth, and that the Kansas population will be just under 3 million persons by 1980 as shown in the following table:

Table 1 Population in Kansas
1950-1980

Year	Population	Index 1960 = 100
1950	1,905,000	87
1960	2,179,000	100
1970*	2,563,000	118
1980*	2,998,000	138

*Estimated

The figures assume that the birth rate will be at the 1955-1957 levels during the generation ahead — not the highest level reached during the postwar period, but a reasonably high level nevertheless. After some study and discussion with the Census Bureau people, we believe this assumption is as reasonable a basis of forecasting as can be used at the present time.

(b) Changes by Areas: As the population increases in the United States as a whole and in Kansas in particular, there will be a continuance of the shift of population from rural to urban and suburban areas. This shift started nationwide during the depression, accelerated during the war and early postwar periods, and has continued persistently since. For

Kansas this means that the population increases we see for the State during the next generation will be concentrated in the two big urban-suburban areas in the State — that is, the Kansas City-Topeka and the Wichita-Hutchinson areas. How to show this graphically would have been a problem if we followed the technique used by population analysts in Kansas in the past, which divided the State into three equal geographic areas — east, west, and central — and paid no attention to the distribution of city and farm communities. We avoided this problem by dividing the State into five new geographic areas as shown in the map on page 25. Two of these are mainly urban-suburban (or will be by 1980), three are small town and farm. The figures on population by areas are shown in the table that follows:

Table 2 **Kansas Population by Areas**
1960-1980

Area	1960	1980 Estimated	Change 1960-1980
Kansas City-Topeka	574,000	998,000	+424,000
Wichita-Hutchinson	530,000	884,000	+354,000
North Central	352,000	393,000	+ 41,000
Southeast	328,000	328,000	0
Western Half of State	395,000	395,000	0
Total	2,179,000	2,998,000	+819,000

Obviously, a number of forecasts that differ from the above could have been made. We checked our figures with the demographers at the Census Bureau and elsewhere, however, and concluded that the forecasts shown above (give or take a few thousand people, particularly in the farm areas) were the most reasonable.

(c) Changes in Categories of the Population: During the past ten or fifteen years the Bureau of Labor Statistics, the Bureau of Employment Security, the Office of Education, and other government agencies have paid a great deal of attention to the composition of the population in the various states. The reason was that many federal policy decisions have depended upon how many people there were in the labor force, how many unemployed, how many old people, how many school children in federally impacted areas, etc.

My statistical associates checked government files for separate figures for Kansas (past, present, and future) and then made projections for the generation ahead. The "best guess" conclusions from the figures — and they can obviously only be best guesses — is that Kansas can expect increases in the number of employed persons and in the

number of children and young adults in school or college as shown in the table that follows:

Table 3 **Kansas Population by Major Categories**
1960-1980

Category	1960	1980 Estimated	Change 1960-1980
Employed persons	784,000	1,027,000	+243,000
Persons going to school	531,000	787,000	+256,000
Housewives not considered as in the labor force	380,000	565,000	+185,000
Children below school age, retired persons, military, unemployed, and others	484,000	619,000	+135,000
Total	2,179,000	2,998,000	+819,000

Here, too, a number of alternative forecasts could have been made, but we considered the figures set forth above as the most reasonable in the light of nationwide trends in births, deaths, migration in and out of the various states, the tendency of women to return to the labor force once their children are beyond the age when they need all day care at home, and the tendency of young people to stay in school longer than heretofore.

Against a background showing an increase in population in Kansas, and an increase in the labor force, my statistical associates then considered the second question:

(2) *What is the outlook for jobs in Kansas, and what does this imply for training the labor force?*

(a) Outlook for Jobs: In Kansas, as in the rest of the country, there is a trend toward mechanization and automation, both on the farm and in industrial activities. This can be expected to continue, even accelerate in the future. Many believe it is reasonable to foresee a continued replacement of unskilled jobs by skilled occupations, an increase in the number of sales personnel and service people, and a decline in the number of farmers and farm workers. The number of women employed outside the home can be expected to increase; on the other hand, older people will leave the labor force more rapidly than, say, a generation or two ago. There will be fewer jobs for unskilled young people than there were, say, when Kansas was primarily an agricultural state. A rough distribution of employment in Kansas into a number of broad categories is shown in the table that follows:

Table 4 **Employment in Kansas, By Categories**

1960-1980

Category	1960	1980 Estimated	Change 1960-1980
Skilled workers other than farmers, including professional people, proprietors, craftsmen, clerical and sales people	431,000	640,000	+209,000
Service workers	86,000	129,000	+ 43,000
Other workers (mainly unskilled) except farmers	165,000	181,000	+ 16,000
Farmers and farm workers	102,000	77,000	− 25,000
Total employed persons	784,000	1,027,000	+243,000

The fact that these projections are rough approximations doesn't reduce the validity of the conclusions. Indeed, studies for other states have reached similar conclusions.

(b) Implications for Training the Labor Force: By 1980 more than half of the labor force in Kansas will consist of people who are now in school or college and the proportion will grow rapidly as the years proceed. By 1980 we expect to live in a nation that requires highly trained and highly skilled people most of whom will have obtained a large portion of their training in schools, colleges and universities. The job for Kansas educational authorities is, therefore, to establish a system of education from kindergarten through graduate and professional schools which will provide this training when it is needed, where it is needed, and in the various types that are needed, all at a reasonable cost.

Everyone knows that this is an important job in the industrial states — New York, California, and Illinois, for example, have been attempting actively to increase educational opportunity. Fewer people recognize that the providing of extensive and high quality education is important also for a less industrialized state such as Kansas. Here the success of the State in maintaining itself as an attractive place for living depends vitally upon the educational opportunties provided its residents.

Having looked at the population and labor market possibilities in Kansas, my statistical associates now turned to the third question:

(3) *What is the outlook for college and university enrollments in Kansas in the generation ahead — full-time and part-time, public and private, and for the separate geographic areas mentioned above?*

(a) Increase in the Total: The number of persons in Kansas wishing to go to colleges and universities full-time or part-time who are able to do post-high school work can be expected to double in the next 12 to 14

years and to continue upwards thereafter for many years to come. Some figures are shown in the table that follows:

Table 5 Enrollments in Colleges and Universities in Kansas
1961-1980

Fall of Year	Full-Time Only	Full-Time and Part-Time Together	Index for the Total (1961 = 100)
Actual			
1961	45,900	57,500	100
Estimated			
1965	53,200	69,900	122
1970	68,900	96,100	167
1975	80,000	119,000	207
1980	85,700	136,300	237

These figures include persons on-campus and off-campus, evening students and students doing extension work for credit. (This is a more inclusive total than used in State reports.) Excluded are persons taking correspondence courses, extension work not for credit, and courses not under the jurisdiction of the colleges and universities themselves.

Three main factors underlie this expected growth in the number of college and university students. They are:

(i) An increasing number of young people of college age;

(ii) An increasing proportion of young people graduating from high school who are able to go to college full time; and

(iii) An increasing number of part-time enrollments.

In their worksheets, my statistical associates set forth detailed figures for each of these factors. They noted, moreover, that in a varying degree each applies nationwide and that all are being underestimated everywhere. The emerging evidence is that "going to college" is rapidly becoming as important to many individuals (and to their parents), and as necessary for the welfare of our country, as going to high school became during the period between the two world wars.

It can also be observed that going to college has become economically possible, too, for a large proportion of our population as a result of the increased national income since the war and its wide dispersion among the people. This has reduced the need for parents to require children to support themselves or augment the family income after they finish high school. It is reflected in the fact that parents now consider a college education for a child as a kind of "consumer good," the purchase of which can be an alternative to the purchase of a new car, a long vacation trip, a new home, etc.

Against this background it is reasonable to conclude that if business continues at prosperous levels in the future in Kansas and personal incomes remain high, a large proportion of parents can be expected to find ways to send their children to college despite the costs involved. On the other hand, if business is at low levels in Kansas there will be substantial unemployment among unskilled young people. Many could then be expected to enroll in colleges and universities, possibly with scholarship aid from government agencies.

(b) Public vs. Private: Assuming that enrollments grow, where will the increases be — in public or in private institutions? We asked a number of private colleges about this matter. The Keller study, before us, polled each college on its plans to 1975.

The one thing that stands out about private college education in Kansas is that it is divided up among many small institutions. Each is supported by a constituency which is financially weak. Moreover, no two seem to have a single community of interest.

The conclusion follows that private colleges in Kansas will not be able to handle a large number of additional students in the generation ahead — despite (i) the large potential increase in the total number of college students in the State, and (ii) the great need for additional income from students (in addition to that needed from donors). A most optimistic estimate is that private colleges in Kansas may be able to double their present enrollments in 25 years. This would indicate an increase of only 8,900 students by 1980 with the remainder having to be provided for by the public institutions, as shown in the table that follows:

Table 6 **Estimated Enrollments in Colleges and Universities in Kansas Classified as Between Public and Private Institutions**

1961-1980

Fall of Year	Total Enrollments	Number Expected to be Enrolled at Private Institutions (Optimistic)	Remainder to be Enrolled in Public Institutions
Actual			
1961	57,500	10,000	47,500
Estimated			
1970	97,100	14,800	82,300
1980	136,300	18,900	117,400
1961-1970	+39,600	+4,800	+34,800
1970-1980	+39,200	+4,100	+35,100
1961-1980	+78,800	+8,900	+69,900

These estimates assume that over the years the number of Kansas students going to colleges in other states will be about equal to the number of out-of-state students registered in Kansas; also that because

of the rising cost of going to college away from home, private colleges in Kansas will cater more heavily to Kansas residents in the future than they have in the past.

(c) Graduate and Professional: Assuming enrollments grow in Kansas, what will this mean to graduate and professional education compared with undergraduate educational offerings? No one can doubt that over the years the number of students taking work beyond the bachelor's degree in Kansas universities and colleges will grow. Because of the relatively low number of graduate students now enrolled (6,512 in 1961), the index of growth for graduate and professional enrollments will be at a somewhat faster rate proportionately than for undergraduate courses as shown in the table that follows:

Table 7 **Comparison of Increase in Number of Graduate and Professional Students with Undergraduate Students at Colleges and Universities in Kansas**
1961-1980

Fall of Year	Graduate and Professional	Undergraduate	Index Numbers (1961 = 100) Graduate and Professional	Undergraduate
Actual				
1961	6,512	50,988	100	100
Estimated				
1965	8,315	61,565	127	120
1970	12,400	83,700	190	164
1975	16,500	102,500	253	201
1980	20,200	116,100	310	228

Note: Includes both full-time and part-time.

My statistical associates believe that the figures on graduate and professional enrollments are conservative and that there is a good chance that the actual numbers in the future will be higher because (i) a large number of young people can be expected to work toward a master's degree in areas of study where five-year programs are already tending to supplant four-year programs (such as high school and junior college teaching, business administration, engineering, medical auxiliaries, etc.) and (ii) a growing number of part-time students will carry on post-B.A. studies while employed on full-time jobs. Nearly all the enrollments will be at the public institutions; the private colleges have only a handful of graduate students and are not likely to change this soon.

(d) Geographic Areas: Assuming once again that enrollments grow at Kansas colleges and universities during the next generation along the lines mentioned above, where will the students come from, by geographic areas of the State? My statistical associates conclude that enrollment increases will be derived mainly from the areas where the population of Kansas is increasing — not necessarily directly in proportion to increases in the total population, but closely related thereto

and particularly related to prospective increases in the 18 to 24 year old age group. The best guess is that 89 per cent of the increase by 1975 will come from the urban-suburban Kansas City-Topeka and the Wichita-Hutchinson areas, as shown in the table below:

Table 8 **Estimated Increase in College and University Enrollments in Kansas, By Geographic Areas**
1961-1975

Geographic Area	Increase in Full-Time	Increase in Part-Time	Total Increase	Percent of Total Increase
Kansas City-Topeka	17,100	12,600	29,800	48%
Wichita-Hutchinson	14,300	10,600	24,900	41%
Subtotal: urban-suburban	31,400	23,200	54,700	89%
Remainder of State and Out of State	2,700	4,200	6,900	11%
Total Increase	34,100	27,400	61,500	100%

Note: All figures are rounded and may not add precisely to totals. Enrollment totals estimated at 57,500 in 1961 and 119,000 in 1975, an increase of 61,500 or 107 per cent in 14 years (see Table 5). Enrollment totals in the two major population areas estimated at 77,300 in 1975. This will be 65% of total enrollments in the state compared with 40% in 1961.

These estimates include a larger than proportionate increase in the number of part-time students, allowing for an increased demand for college-level training by working adults in the industrial centers.

I now turn to the fourth question considered by my statistical associates. This was a two-part question:

(4) *What is the economic outlook for Kansas,* and

If higher education can be expected to cost more proportionately over the years, can Kansas afford it?

(a) Economic Outlook: Since the war economists across the country have been studying the economic, demographic, political, and sociological factors that affect the activities of this country. Their conclusion is that in the years ahead (in the absence of war or another national disaster) the people of this nation can expect to have a greatly expanded personal income; and that this income will be available to pay for a great expansion in the volume of goods and services enjoyed by our people, including additional higher education if they so desire.

The National Planning Association of Washington, D. C. (an organization long known for careful and reliable estimates of economic trends) has translated the economic conclusions into figures, and has made them available to us in a private report covering the years 1976 and 2000. Using a set of reasonable assumptions on economic growth in the future, that organization has estimated that the gross income of

all individuals in the United States can hardly be less than $803 billion by 1976 compared with $414 billion in 1961 — a 94 percent increase, with inflation excluded. We as a nation can achieve this great increase in income, say nationally known economists, because day after day we are bringing to bear on the expansion of industrial productivity all the ingenuity, the inventiveness, and the ability of our people. Moreover we are concentrating more time, effort, and money on research and development on the problems of mankind than the world has ever known.

What about Kansas? Will Kansas share with the nation? My statistical associates believe that it will, if the people of the State are willing to do what is necessary to attract new industry and to stimulate the productivity of the labor force. During the postwar years the gross personal income in Kansas has been generally between 1.10 percent and 1.20 percent of the national total. The trend hasn't been precisely parallel to the country as a whole because of the nationwide shift in income away from the agricultural areas. Nevertheless, the range has been narrow, and if Kansas can be made attractive to industry the State can expect to participate proportionately in the national growth. Some estimates for 1971 and a number of alternatives for 1976, are included in the following table:

Table 9 **Gross Personal Income United States and Kansas**
1946-1976

Year	United States	Kansas	Kansas as a Percentage of Total United States
	(In billions)		
Actual			
1946	$175.7	$2.0	1.16%
1951	253.0	2.9	1.17
1956	330.4	3.6	1.10
1961	414.4	4.7	1.14
Estimated			
1971	660.0	7.4	1.12
1976	803.0	8.8 9.0 9.2	1.10 1.12 1.14

Note: Percentages are calculated on unrounded figures; three estimates have been made for Kansas for 1976 using alternative percentages of the total for the United States as a whole.

(b) Can Kansas afford a greater expenditure for higher education? If personal income rises along the lines set out above, (and this appears to be reasonable and possible) the answer is clear: "Certainly the State can" — that is, if the people of the State are willing to allocate the additional tax dollars which will be required, or, as an alternative, are willing to let some of the students pay some of the increased costs through higher tuition payments.

If the decision is to continue to use tax dollars only, the increased personal income over the years will enable the State to allocate increased funds for college and university expenditures as follows:

The estimated increase in gross personal income in Kansas between 1962 and 1976 is expected to be	$4 billion
The increase in the cost of higher education in Kansas, allowing for twice as many students and sharply higher faculty salaries, and including overhead and state-financed research, but excluding construction, federally financed research, dormitory, hospital, and other auxiliary operations, can be estimated for the same period at	$100 million
The increase in such costs financed by tax dollars gathered by the State will then be	2⅓ percent of the increase in the personal income
The total of such costs will then be	1½ to 1¾ percent of the total personal income of the State (compared to just under 1 percent now)

Similar percentage relationships can be expected if the figures are projected to 1980.

These calculations are made on the assumption that all the operating costs of public colleges and universities above income from students will be borne by the taxpayers of the State of Kansas. There are those who feel that by 1976, at least, we will certainly have federal aid for education at the college and university level and that this will make the financing easier on State taxpayers than shown above. For our report however it is not necessary to estimate the amount of federal aid Kansas might obtain a decade or two hence. Whatever the amount, our best guess is that in the generation ahead in the absence of war or another unforeseen national disaster:

- Kansas will have a greatly expanded volume of personal income available for consumption, investment and savings.
- Higher education needs will grow, but relative to the growth of national income, the amount involved will not be unmanageable.

- The money requirements can be financed by allocating to higher education a small percentage of the increase in the State's gross personal income and productivity.

Financing higher education adequately in Kansas, therefore, is a problem of policy, not of resources. The problem is to select the basis on which to make a small portion of the State's increased income and productivity available for a service the people of Kansas need and desire.